

California State University, Chico

Department of Health and Community Services

**HCSV 271. Health Promotion Planning : Theory and Practice
(formerly Health Behavior Intervention Strategies)**

Course Syllabus – Spring 2000

“ There is nothing so practical as a good theory.”

Kurt Lewin.

Instructor: K. John Fisher, Ph.D., CHES
Room & time : Tehama 113, Tuesdays & Thursdays, 8 a.m. – 9.15 a.m. .
Office and Phone: Butte 602; phone 898- 6661
Office Hours: 9 a.m. – 11 a.m. M & W; 2 p.m. – 4 p.m. Tuesdays
Voicemail: phone: 898 - 6018
e-mail: kjfisher@csuchico.edu
Fax: 530-898-5107
Mailbox: Butte 607

Purpose of the course:

This course is intended for senior health education students who have completed all pre-requisites (HCSV 161, HCSV 269) and who are seeking employment in the preventive health field. Students will develop a working knowledge of the leading behavioral science theories, which underpin health behavior on an individual, group and community level. Students will work as part of a team and apply one or more of the theories to planning a health promotion intervention in a school or community setting.

Course Objectives:

At the end of this course students will be able to:

- Analyze the multiple factors, transactions and interactions that influence health behavior.
- Analyze the leading contemporary theories used in the field of health education and health promotion to compile a set of behavior change tools.
- Describe the rationale for behavioral change theories in health promotion.
- Develop an instrument to measure health behavior change.
- Design and implement a community health behavior intervention
- Collect, analyze and summarize data on participants in a health promotion intervention.

Required Text: Glanz, K, Lewis, F.M., and Rimer, BK. (Eds.). *Health Behavior and Health Education: Theory, Research and Practice*. San Francisco, Jossey Bass, 1997

Reading Packet : Available from Mr. Kopy, 119 Main

Course Schedule

Week	Date	
1	January 25-27	Course overview and class organization, requirements and methods, student profiles, team building. Effective and ineffective groups. Thursday : Preparation for Campus Blood Drive. Dr. Mary Portis
2	Feb 1-3	Tuesday : Blood Drive Chairperson training at the North Valley Blood Center, 285 Cohassett Road, Chico. CLASS MEETS AT THE BLOOD CENTER, 8 a.m. Thursday : Introduction to Health Education Theory. Text readings - Chapters 1 and 2. Introduction to PRECEDE-PROCEED for program planning.
3	Feb 8-10	PRECEDE – PROCEED. Lecture, discussion and Workshop. Text, Chapter 17.
4	Feb 15-17	Monday February 14 : CAMPUS BLOOD DRIVE - # 1. Whitney Hall Rec. Center 10:00 to 4:00. No class meeting Tuesday Feb 15 Debrief PRECEDE - apply to blood drive. PRECEDE roundup. *[7pm,Harlen Adams - Tobacco whistle Blower Dr Jeffrey Wigand]
5	Feb 22-24	Tuesday Feb 22. Exam # 1. Health Belief Model.
6	Feb 29 - Mar 2	Health Belief Model and Precede – Proceed. Designing behavioral measures for interviews and surveys Mar 2 - Community exercise promotion programming. Honey Run Run. Workshop - Pre-registrations due. Dr. Mary Portis guest.
7	Mar 7-9	Chapter 4 - The Trans-theoretical model (Stages of Change Model) Designing behavioral measures for interviews and surveys. Saturday March 11 - Honey Run Run.
8	Mar 14-16	Stages of Change Model and PRECEDE-PROCEED. Exam # 2 : Thursday, 16th
9	Mar 20-24	SPRING VACATION
10	Mar 28-30	Chapter 8 - Bandura's Social Cognitive Theory (Social learning Theory). SCT and PRECEDE.
11	April 4-6	Chapter 13 – Diffusion of Innovations Theory. Innovations theory and PRECEDE. [* Blood drive # 2 preparation?]. JF at SBM.
12	Apr 11-13	Chapter 18 - Social Marketing Theory. Social Marketing Theory – Compare to PRECEDE. Measures.
13	Apr 18-20	Models roundup and review. Measures due. (group assignment) Thursday April 20 - Exam # 3.
14	Apr 25-27	Article reviews due. Present to class. Review workshop on PRECEDE- PROCEED (using data and information from blood drive or Honey Run Run).
15	May 2-4	Student presentations. May 4 : Final assignments turn in.
16	May 9-11	Final exam review. Wednesday May 10 : CAMPUS BLOOD DRIVE - # 1. Whitney Hall Rec. Center 10:00 to 4:00. Healthy breakfast.

Finals week – May 15-19 Final Exam: The final exam -Tuesday May 16 at 10 a.m.in Tehama 113.

Course Requirements and Percentage of Grade

Exams: 3 written exams	300 points
Written Community Health Program Plan. (presented & based on PRECEDE-PROCEED)	200 points
Article review and presentation	30 points
Team developed instruments (5)	50 points
Attendance/Participation	<u>20 points</u>
	600 points

Letter grades in this course are in accordance with CSU academic policy:

A: Superior Work - A level of achievement so outstanding that it is normally attained by relatively few students. (540 + points)

B: Very Good Work - A high level of achievement clearly better than adequate competence in the subject matter, but not as good as the unusual, superior achievement of students earning A. (480 + points)

C: Adequate Work - A level of achievement indicating adequate competence in the subject matter. This level will usually be met by a majority of students in the course. (420 + points)

D: Minimally Acceptable Work - A level of achievement, which meets the minimum requirements of the course. (360 + points)

F: Unacceptable Work - A level of achievement that fails to meet the minimum requirements of the course.

Rules:

All assignments are due at the beginning of the period on the date indicated. Papers received after this time are considered late and are lowered one grade for each day late. No papers are accepted after 3 days past due.

Attendance is mandatory. If you must miss a class, call in your absence. Attendance points lost cannot be made up.

Be on time. Class begins at the noted starting time

Criteria for assessments.

a. Exams. – Multiple choice and short answer format. If exams are missed there will be no make-ups. Note that the examination components of this course account for 50% of the final grade. Each unit examination is based on the application of understanding the concepts covered in class. Answers will be found in class discussions and/or from the readings and/or the text.

b. Attendance and participation. Class discussion and participation are important, therefore you must attend class! Excessive absences will result in lowering your grade. You need to come to class prepared to discuss the topics of the week. I will invite you to take a lead to kick off discussions. I am looking for quality discussions marked by evidence that you have read the material and are thinking deeply about the issues presented. In your comments in class, I will look for the following:

Did your comment relate to another student's comment, a previous reading, a previous discussion, personal experience, other? Did you attempt to draw others into the discussion by asking insightful, open-ended questions?

How sound is your point of view? How clearly did you state your opinion?

How clearly did you listen to others?

c. Measure of health behavior change. Quantitative measures of behavior change, derived from five theoretical models, are to be developed and refined as a group. (due April 18)

d. Written Community Health Program Plan.

Participation in the planning, implementation and evaluation of the Honey Run Run, and participation in the planning, implementation and evaluation of the Blood Drive.

Points will be awarded for recruiting donors, organizing, supporting the medical team, and a written analysis of how PRECEDE could be applied to any one of the above. (Due May 4)

e. Article review. Each class member will be responsible for choosing an article from a reputable journal. The article will describe the delivery of a health education or a health promotion intervention, and utilize a theory, which we have reviewed. Appraise or critique the article based on your understanding. One page will be a summary of the article, the second page will be a critique or appraisal of the article. Your review should conclude with implications the theory has for the practice of health education or health promotion. Attach a copy of the article to your typed review. (Due April 25)

Portfolio Items:

Behavior change instrument based on a theoretical model
Health Education/Promotion Program plans based on PRECEDE-PROCEED.

Professional Experiences:

Individual, group and community based applications of theory and utilization of behavior change measures. Health Promotion problem diagnosis and program planning in a field setting.

Teaching methods.

Lecture, discussion, small group and workshop format, plus service learning. It is expected that students will be REACTIVE, PROACTIVE AND ENACTIVE in all class activities. In

discussion the following ground rules apply -

- 1.All questions are appropriate.
- 2.Respect diverse ideas and opinions without ridicule, blame, or attack.
- 3.Speak from experience, observation and inquiry.
- 4.Seek first to understand, then to be understood.
- 5.Be open to growth and change.

*** I plan to develop web-enhanced facility for the course during the semester to facilitate learning and within – class interaction.**

NOTE. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible so that the necessary accommodations can be made.

Certified Health Education Specialist (CHES) Responsibilities practiced in the course:

1. Assess individual and community needs for health education. (R - I)
2. Plan effective health education programs (R II)
3. Exhibit competence in carrying out a planned program (R-III)
4. Act as a resource person in health education (R- VI)
5. Develop a plan for coordinating health education services (R – Va).
6. Interpret concepts, purposes, and theories in health education (R - VIIa).
8. Foster communication between health care providers and consumers (R- VIId).

